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The higher vocational colleges' exploration of “Tour Guide Service Skills” curriculum assessment methods

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Abstract

There are many problems in assessment methods of the higher vocational education curricula. In the exploration of assessment methods of Tour Guide Service Skills, our school proposes the theory that the assessment methods should take the competency assessment as the orientation, and take the improvement of the students' multi-faceted capacities as the principle. Besides, assessment methods should be diversified and gradually developed, combining the traditional standardized tests and hierarchical tests, assessing and grading at different stages, and breaking the pattern that a test determines the results.

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1. Introduction

Tour Guide Service Skills is the core curriculum of tourism management, which is highly applied, practical, and targeted. Its professional training direction mainly serves the regional economic development, and its main target is the students whose majors are the foreign travel, tourism management, tour guide services. Through innovating the learning and production cooperation and learning and engineering combination education, it trains a large number of high-qualified tour guides who are creative and possess good professional and humanistic qualities.

2. Analysis of the curriculum assessment methods

Experiences shows if it wants to keep active forever, the higher vocational education must adapt to the social economic development. According to the current economic development situation in China, the current higher vocational education should be employment-oriented, training high-tech and high-skilled talents who possess the capacity to work in the forefront of production, construction, service and management. While curriculum assessments serves the curriculum construction goal which should be consistent with the school's personnel training objectives, therefore, the curriculum assessment and assessment methods are ultimately determined by talent training objectives. Through the general observation, the curriculum assessment methods of higher vocational colleges have obviously lagged behind the reform of teaching content and methods. Such assessment methods will definitely affect the implementation and improvement of the personnel training quality. Therefore, higher vocational educational curriculum assessment methods must be timely updated and improved in pace with the adjustment of higher vocational talent training targets.

3. Necessary measures and proposals on the reform of the curriculum assessment methods

3.1. The capacity assessment as orientation, adhering to the capacity-based principle

In the assessment process, the assessment methods should adhere to reflect the students' ability, measuring the students' scores according to their capacities. The capacity-based principle is mainly reflected in: first, adhering to test the students by requiring them to transfer knowledge points into skills, which is the general objective and standard of the assessment.

Second, the various forms of assessment have focused on different aspects. Assess the students' thinking capacity, the rapid reaction and response capabilities, and actively involved capacity, self-learning capacity, the information collection and processing capacity, the students' observation, adapting, innovation, comprehensive capacities, the information processing capacity by using the computer, psychological capacity to withstand pressure, the actual communication and response capabilities and other aspects, avoiding the single pattern of learning by note.

Third, pay attention to the assessment of the expansion capacity. That is, in the scope of the assessment, make a bold breakthrough in the traditional exam which just test what professors teach, and the test should also include some items to test the students' basic managing capacities, which the professors do not teach but the students are supposed to possess, including the ability to learn, to assess students' extra-curricular self-learning capacity and the basic management quality they are expected to have.

3.2. Diversifying assessment methods, and open up the assessment

In the assessment process, the following openings should be adhered to: first, the assessment scope opening. The scope of assessment not only includes what the teachers have taught and what they have been trained, but also includes the content that the teachers have not instructed but the students are required to learn by themselves or the reference material the teachers assign. Besides, it includes the common managing sense that the students should and must have.

Second, it is the assessment methods opening. Persist in a variety of assessment methods in the assessment process. In their daily assessment, there are knowledge quick fast tests, class participation examination, job completed quality assessment, the assessment of design and investigation practices and so on. In the final assessment process, adhere to combine the computer online assessment with the teacher-student assessment. Objective questions are marked by computer, while the subjective questions will be graded by teachers according to the answers handed in by students through the Internet.

For some testing items whose contents are more complex and which are relatively required more skills, the students will directly face the assessment team to go on on-site interviews.

Third, it is the examination standards opening. A number of subjective questions pay special attention to the assessment of the students' innovative spirit and the practical ability. The standards do not confine in only one standard answer. A set of designed answers are all correct answers, just the right degree is not the same. The highest level of correctness gets the highest score;

The last is the assessing knowledge and skill points opening. Assessing knowledge points and skill points are opening to students throughout the whole process. In the learning process, students are able to know which parts of the content are in the scope of the assessment, in order to guide them to master the important points of the curriculum.

3.3.The combination of standardized tests and hierarchical tests

"Tour Guide Service Skills" is a selective and practical course, so whether the students master the basic professional knowledge is very important to the specialty occupation that they will take in the future. Therefore, we consciously divide the assessment and assessment methods into two aspects. For part of specialized core courses and specialized selective courses, closed book examinations are replaced by semi-open-book exams, allowing students to take some summarized materials. Therefore, through the review and systematic summary before the exam, students can take down what they have learned from the course and their daily collecting information on the alternate material, which helps them overcome the defects of learning by note and achieve the goal to push the students to do the active learning.

In the design of the testing content, teachers had better provide some optional content and use the selective testing content, to show the excellent students' personalities and potential energy better.

In the process of testing the students' basic knowledge, the students are firstly required to read extra-curricular references, and then write a book report or a paper. In class, the students hold a reading meeting and the oral defense to exchange their learning experience. Through such kind of assessment methods, we find that a majority of students whose scores are in the middle, their book reports and the view and content of their papers are original and unique.

As for some students who are normally reticent, in the process of exchanging learning experience and the oral defense, their language skills and logic are very strong, indicating that such examinations provide the stage and space for students to show their personalities.

Combining their normal study with test scores through various kinds of examinations can more fully reflect and evaluate the degree how students master the knowledge. The new examination system has changed the traditional "examination-oriented education" concept, attributing to the formation of innovative thinking and the cultivation of innovative ability, promoting the innovative education development of colleges and universities, and promoting the innovation talent training in the new century.

3.4.Penetrates the capacity assessment into the whole teaching process, changing the examination as the end into the examination as a process

Because "Tour Guide Service Skills" is powerfully practical and vocational, the final examination can not do the curriculum assessment just depending on the way of one exam paper deciding the students' scores, instead, it should adhere to finish the whole process of assessment from beginning to end. Our approach is: at the end of the first stage, through theoretical lectures and seminars given by external experts, assessing students in the form of requiring them to write short essays after class, which will accounts for 20% of the final grade;

At the end of the second stage, because the module is the part of common sense knowledge, the assessment will take the form of the traditional classroom papers, accounting for 20% of the final grade; At the third stage, assess students' capacities to write the guide speech and do guide tours, accounting for 20% of the final grade.; At the fourth stage, assess the students in the form simulation training for guides in and outside the campus, accounting for 40% of the final grade.

Besides, the assessment should adhere to the general law and principle. First, the whole-range principle: in the assessment process, not only the assessment content should cover the whole points of the course, but

also the assessment form should cover all kinds of assessment methods suitable for higher vocational education. Second, the priority defining principle: the content assessment focuses on the knowledge points and skill points, and key contents should be paid more attention to, which accounts for a large proportion of the examination grade. Third, the difficult balancing principle: the difficulty degree of testing should keep balance, which means that the testing would not only ensure the students results in the normal distribution and reflect the students' master degree in knowledge and capacities, but also would make a real distinction of the students' results, reflecting the individual student's ability differences.

4.Conclusion

The tourist industry is in the scope of the service industry, called "sunrise industry" and "smoke-free industry" in China. On December 1, 2009, the State Council issued the file," views on accelerating the development of tourism", in which it was the first time that the State Council proposed to cultivate the tourism industry as a strategic pillar industry of national economy, cultivating and specially supporting the tourist industry to become a new industry and a new economic growth point. The file made it clear that by 2015, the added value of the tourist industry will be increased to 4.5% of the nationwide GDP, accounting 12% of the value added of the service industry. The article mentioned "to strengthen the construction of the tourism employee quality, integrate tourism education resources, strengthen the discipline construction, optimize the professional setting, deepen the professional teaching reform, develop tourism education and improve tourism education", which required the urgent teaching reform of tourism courses.

In the teaching process of "Tour Guide Service Skills", from the perspective of the students' interest, the curriculum provides the "simple, understandable, practical" courses to arouse the students' interest in this curriculum, dragging the students out of the boring, tedious cognitive activities. By exploring and reforming the curriculum assessment methods, help the students change from passive learning to active learning, improving their practical skills, and expanding their knowledge, then developing into a lively and interesting learning process. The practice shows the new assessment methods improve students' communication and teamwork capacities, enhance employment flexibility, and pave the way for the realization of a new type of education.

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